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UNDERGRADUATE MFL TEACHER-TRAINING PROGRAMS IN SCHOOLS AND COLLEGES OF EDUCATION--A SURVEY.

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INFORMATION IS PRESENTED BASED ON RESPONSES OF 203 DEPARTMENT CHAIRMEN TO A QUESTIONNAIRE STUDYING THE TRAINING OF FOREIGN LANGUAGE TEACHERS AT THE UNDERGRADUATE LEVEL. SUBJECTS SURVEYED WERE COURSE REQUIREMENTS, PROFICIENCY TESTS, METHODS COURSES, PRACTICE TEACHING, NUMBER OF FOREIGN LANGUAGE GRADUATES, AND PLANS FOR CHANGES IN THE TEACHER TRAINING PROGRAM. SEVEN CHARTS ARE INCLUDED TO FURTHER CLARIFY THIS REPORT, AND COMPARISONS ARE MADE WITH DATA ACCUMULATED IN OTHER STUDIES. THIS ARTICLE IS A REPRINT FROM "THE MODERN LANGUAGE JOURNAL," VOLUME 49, NUMBER 7, NOVEMBER 1965, PAGES 414-421. (AF)

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Undergraduate MFL Teacher-Training Programs in Schools and Colleges of Education: A Survey

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THIS report summarizes information received in response to the second of three surveys conducted by the Modern Language Association to study the training of modern foreign language teachers at the undergraduate level. A report on the first survey in this series, "Undergraduate MFL Teacher-Training in Liberal Arts Colleges: A Survey," appeared in the November 1964 issue of *The Modern Language Journal*. The third survey in this series, *MFL Methods courses in Undergraduate Teacher-Training Programs*, will be published shortly.

Throughout this report the following abbreviations are used:

FL(s)—Foreign Langugage(s)
MFL(s)—Modern Foreign Language(s)
FLES—Foreign Languages in the Elementary School
MLA—Modern Language Association
AACTE—American Association of Colleges for Teacher Education

Initially it was intended that this survey should be addressed to schools of education and teachers colleges. It soon became evident that it is virtually impossible to find directories which distinguish clearly between liberal arts colleges and schools or colleges of education. The American Association of Colleges for Teacher Education does, however, publish a directory of its member institutions. Its primary purpose is the improvement of the quality of the education of teachers and so its 1963 Directory, which lists 634 members, was used as the mailing list for the second survey.

From the 634 institutions in the Directory, 189 had already been included in the survey of liberal arts colleges mentioned above. The basic mailing list was therefore 445 institutions. In addition, the questionnaire was mailed to 60 schools of education identified in the first survey of this series by FL departments of liberal arts colleges. In these 60 institutions two separate teacher-training programs are reported: one in the school of education and one in the college of arts and sciences. The total mailing list for this survey was 505 colleges and universities in the fifty states, the District of Columbia, and Puerto Rico. Chairmen of departments were asked to supply information about course requirements, practice teaching, and future plans for teacher training. The information requested is essentially the same as that in the first survey mentioned above, but no comparisons of responses will be made in this report. Responses to this survey were received from department chairmen in 235 institutions listed in the AACTE Directory, and 29 were received from schools of education, making a total of 264 responses in 44 states and the District of Columbia. The MLA hereby expresses its gratitude for the assistance rendered by the department chairmen in the continuing study of MFL teacher training. Of the 235 AACTE chairmen responding, 46 indicated that they have no MFL teacher-training program. Of the 29 school of education chairmen responding, 15 were reporting the same programs and graduates as had been reported in the first survey. For purposes of reporting in this survey these 61 returns were eliminated. The data which follow are based on the responses of 203 department chairmen.

General Information. Although the questionnaire was addressed to a dean or chairman in education, only 95 of the responses came from schools or departments of education; the rest came from the heads of FL departments. The information requested about hour requirements was provided either in quarter hours or semester hours in every case but one. Chairmen were asked to indicate the type of degree awarded for completion of the program outlined. The responses are summarized in Chart I.

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CHART I

DEGREES AWARDED BY 203 INSTITUTIONS

Degree	Number of Departments	Percent of 203 Departments
Bachelor of Arts	93	46
Bachelor of Science in Education	28	14
Bachelor of Science	17	8
Bachelor of Arts in Education	12	6
Bachelor of Arts or Bachelor of Science	9	4.5
Bachelor of Arts or Bachelor of Science in Education	9	4.5
Others:	17	8
Bachelor of Education 1		
BA, BS, BEd 1		
BS in Teaching 2		
BS (Professional or BA Professional) 1		
BA or BA in Education 2		
BS or BA in Education 1		
BS in Secondary Education 3		
BA in Major—BSEd for Minors 1		
BS or BS in Secondary Education 1		
BA with Associate in Education 1		
BA in Liberal Arts 1		
BA plus fifth year 2		
Did not answer the question	18	9
Totals	203	100%

Course Requirements. Chairmen were asked to indicate how many semester hours of MFL study, beyond the first-year course, are required of teacher trainees who are FL majors and for teacher trainees who are FL minors. No attempt was made to distinguish between FL minors whose major was another FL as compared with those whose major was in an entirely different field. The responses to this part of the questionnaire are summarized in Chart II. Chairmen were asked to name courses *required* of majors intending to teach and courses *recommended* to these same students. Chart III shows the number of departments which require or recommend specific courses listed.

Proficiency Tests. Of the 203 responding departments, 167 (82%) reported that they do not require proficiency tests in a language taken as a teaching major. Four departments did not answer the question. Thirty-two departments (16%) indicated the following use of proficiency tests: MLA Proficiency Tests for Teachers and Advanced Students—16, Graduate Record Examination—4, MLA Cooperative Classroom Tests—3, College Entrance Examination Board Achievement Tests—2, MLA Proficiency Tests and CEEB Tests—2, MLA Proficiency Tests and Graduate Record Examinations—1, MLA Cooperative Classroom Tests and Graduate Record Examinations—1, Iowa Placement Tests—1. Two departments did not name the examination used.

CHART II

REQUIREMENTS BEYOND FIRST-YEAR COLLEGE COURSE

FL MAJOR

Number of Semester Hours	0–19	20–24	25–29	30–34	35–39	Over 39	No Major	No Answer	Total
Number of Departments	19	80	21	52	14	3	11	3	203
% of Total	9.36	39.41	10.35	25.62	6.90	1.47	5.42	1.47	100%

FL MINOR

Number of Semester Hours	0–6	7–12	13–18	19–24	Over 24	No Minor	No Answer	Total
Number of Departments	0	34	96	40	3	27	3	203
% of Total	0	16.76	47.30	19.70	1.47	13.30	1.47	100%

CHART III

SPECIFIC COURSES FOR TEACHER TRAINING

Cources	Number of Departments	
	Required	Recommended
Advanced Composition	58	—
Advanced Conversation	54	—
Advanced Grammar	31	—
Diction	4	1
Second FL	7	17
English (language)	3	37
Speech	3	19
Phonetics	14	3
Syntax	4	—
Linguistics	16	12
Additional Literature	5	3
Comparative Literature	7	13
English Literature	7	13
Culture & Civilization	25	2
Area Studies	1	—
Anthropology	1	3
Cultural Anthropology	1	—
History	19	16
History of Europe	7	14
History of Target Culture	7	19
American History	1	1
Social Sciences	—	11
Geography	—	1
Geography of Target Culture	—	1
Education	122	2
Philosophy	20	13
Humanities	23	7
Physical Education	1	—
Science	—	10
Math	—	8
Applied Music	—	1
Audio-Visual Aids	—	2

Methods Courses. Responses to questions about courses in methods of teaching MFLs indicate that 162 of the 203 departments (79.8%) offer an MFL methods course. Of these 162 departments, only 121 (59.6%) require majors to take the MFL methods course. Chairmen indicated whether the methods course was combined for future teachers of FLs or separate for each language. They also provided information about the area of specialization of the teacher(s) of the course. This information is tabulated in Chart IV. The names of 206 teachers of methods courses were supplied by the chairmen of 160 departments. This group of methods teachers and the names received in the first survey of this series were used in the survey of methods courses, the third survey in this series.

Practice Teaching. The FL teacher trainees in 190 departments participate in practice teaching; five departments do not offer practice teaching. Chart V is a summary of the detailed information about the practice-teaching programs. In 20 programs there is no specific provision for conducting the language laboratory or observing high school language laboratory procedures. In 10 programs no one from the FL department or the Education department observes the student teacher. In 85 programs members of both staffs observe student teachers; only an FL specialist observes in 26 cases and only an Education specialist in 78.

The chairmen of 61 departments indicated some variation from the pattern for practice teaching suggested in the questionnaire. The following statements are indicative of the variations:

1. All teacher education candidates in MFLs (regardless of college) complete one MFL methods course of 18 weeks, during which they observe 18 classes, prepare lesson plans, do demonstration lessons, participate in the laboratory school teaching, operate the laboratory equipment, and teach five lessons. All language majors or minors spend nine weeks off campus in a public school district in a full-time teaching assignment where they have the full day teaching responsibility for at least four weeks.

2. We are beginning a teacher-internship program whereby the student spends an entire semester in a school assisting the regular teacher for pay. He then takes education courses during another semester or during a summer session.

3. It is our hope that we shall have a specialist to supervise student teaching—if not, someone from the School of Education supervisory staff will be assigned.

4. An intern program for exceptional students enables chosen interns to do their practice teaching as "regular" staff members adequately supervised by master teachers and paid by the school in which they are interning.

5. The college minors in French are accepted as apprentice teachers.

CHART IV

TEACHING OF METHODS COURSES

Taught by	Number of Courses separate for each MFL	Number of Courses common to all MFLs	Total
FL Specialist in College of Arts and Sciences	25	75	100
FL Specialist in School of Education	15	21	36
Professor of Education	1	6	7
Jointly by FL and Education Specialists from School of Education	2	10	12
Jointly by FL and Education Specialists from Separate Schools	2	4	6
	45	116	161*

* The departmental control of one course was not indicated.

6. FL student teachers also teach and observe in English or in a second FL if competent. Methods course in Language Arts is required.

7. Our student teachers teach full-time for a full quarter, off campus. Their supervising teachers in the public schools have participated in an orientation program. College supervision is officially in the hands of a staff of full-time supervisors assigned to certain regions; they are assisted, especially in such highly specialized areas as FLs, by college faculty members designated as consultants, who also visit the schools and the student teachers, but not as regularly as the supervisors.

8. Students doing practice teaching use all their holidays in visiting high school language classes in their home towns during their Junior and Senior years. They are eager to do this and get many ideas. (10 colleges indicated use of this procedure.)

9. The student teacher works in a student-teacher center (one of seven high schools) linked with the college. The critic teacher has been carefully selected, and a member of the college staff is on location to guide the student teaching in all areas.

10. The prospective teachers are used as laboratory assistants in the college. They run the machines, correct pronunciation, and carry on drills.

Number of FL Graduates. Chart VI-A indicates the number of departments reporting information about FL majors graduated in 1961, 1962, and 1963. It also shows how many reported information about graduates qualifying for the state teaching certificate. Chart VI-B summarizes the information these departments supplied in each category.

Teacher Training: Plans for Change. The chairmen of 96 (out of 193) departments indicated they had some plans for change in the teacher-training program. Only 10 department chairmen did not answer the question. At least sixteen departments had specific plans for increasing their FL offerings by adding courses in languages taught or adding new languages. Fifteen departments were planning the use of

CHART V

NATURE OF STUDENT TEACHING PROGRAMS

Activity	Number of Departments that	
	Include	Do not include
a. Observation of High School Classes	186	12
b. Observation and Assistance to High School Teacher	172	26
c. Observation of High School Laboratory Procedures	169	29
d. Teaching under Supervision of High School Teacher	197	1
e. Conducting of Lab under Supervision	152	46
f. Observation of Student Teacher by FL Specialist	111	87
g. Observation of Student Teacher by Education Specialist	163	35

CHART VI

FL MAJORS GRADUATED AND FL GRADUATES CERTIFIED

	1961 Number	1962 Number	1961–62% of Change	1963 Number	1962–63% of Change
			A		
Depts. Reporting FL Majors Graduated	131	145	10.7	148	2.1
Depts. Reporting Majors & Minors Certified	133	155	16.5	151	−2.6
			B		
FL Majors Graduated	552	750	35.9	989	31.9
FL Graduates Qualified for State Certificate	644	838	30.1	1119	33.5

proficiency tests, 11 were considering addition of methods courses, 10 were contemplating the development of comprehensive FL teacher training programs by the entire college, at least nine were making specific changes intended to provide training for teachers of FLs in the elementary school, and three institutions were considering seriously the development of five-year (sometimes referred to as Master of Arts in Teaching) programs. Other changes mentioned by more than one department included supervision of student teaching by the FL department, recommended or required study abroad, increase in semester hour requirement for majors, required courses in linguistics, adding or expanding laboratory facilities, and considering the use of placement tests.

Here are selected comments of department chairmen about plans for change in their teacher-training programs:

1. We are encouraging as much study abroad as possible. We have a study program in Mexico for Spanish majors; it is now for summer session but will probably go into a semester in Mexico. French students often go to University of Laval, Quebec, for a summer session. During the summer of 1965 we are planning a study session in France.

2. Through the School of Education we are seeking the development of courses to be required of all elementary teachers in teaching specific FLs in the elementary grades. There is a current demand for qualified teachers of French and Spanish.

3. Our Department of Curriculum and Instruction is in the process of creating an FL Research and Development Center. One of the functions of this center is the preparation of FL teachers. Though the program for the preparation is at present crystallized, there are some changes that will be projected. One of these changes would be not to require the foundations course in education of a person in his second teaching field, but rather allow the substitution of a second methods course. Also under consideration are (1) the introduction of more linguistics at the undergraduate level; (2) certification based on proficiency of candidates qualified in either language or education.

4. The FL Department is unhappy with the present arrangement but it has great difficulty in convincing the powers that be that major alterations are in order. We want "Clinical Professors" and a direct hand in the supervision of our student teachers, which we already have in our FLES program in the college laboratory school, where we have a four-year program (grades 3–6) in French, German, Russian and Spanish.

5. A. Requires summer abroad for graduation. B. Middlebury-type summer program. C. Increased use of visuals in laboratory. D. FL tables in the dining hall. E. FL dormitories or wings of dormitories. F. Increased FL club activity, assemblies, films. G. Full-time laboratory assistant, departmental library, etc.

6. We will try to standardize the pre-service program for preparing FL teachers to teach in

all grades. Thus the FL area will be treated like a special field, such as Art and Music. We hope to provide more contact between FL specialists and the student teacher.

7. We plan to require a course in the civilization of the country and more hours of the language and literature for a major. We plan to use the MLA Proficiency Tests for Teachers and Advanced Students when the price of the tests is less prohibitive. We want to require residence in the foreign country, at least for a summer of study, but do not see the way clear as yet.

8. I think that our student teaching program is as good as it could be except for a few probably unsolvable problems. One change is contemplated. I believe that the methods course should be taught by a member of the staff of the FL Department. One thing I wish we could change but apparently cannot: the supervisor of student-teaching language majors should be a staff member of the Department of FLs, not of the Department of Education. It is impractical to achieve this because language department staff members have campus classes to meet, and student-teaching language majors may be scattered over an area up to a hundred miles, each in a different school possibly a hundred miles from the nearest FL student teacher.

9. A very serious study is now underway to introduce a five-year teacher-education program which will culminate in the MAT degree. A major problem which currently confronts us is the fact that some of our FL students wish to spend the junior year abroad. In addition, they wish to take advanced level courses during their senior year at the University. These are commendable objectives. Unfortunately, they conflict with the student-teaching requirement in some instances. We believe an MAT program which places the internship experience at the fifth year will solve most of these problems.

10. We are working on a plan of team teaching whereby the Methods Class will be taught by one instructor who will have the help of separate department staff members (French, German, Spanish) for the teaching of special skills—pronunciation, syntactical drills, etc. This combination should provide adequate preservice training for the teachers of each language. In the student teaching period some supervision will be provided also by qualified college staff members for the separate languages.

11. A course in language teaching methods will be offered annually starting Fall 1964. Cooperative tests will be given annually to all students in language courses. The MLA Proficiency Tests will be given to all students completing a major or for teaching certification (tests to be given during the last semester of the senior year).

12. For several years the teaching of French and Spanish has been conducted by foreign students in the International House. As of the summer of 1964, the teaching of French and Spanish will be under the professor and not the student teacher. Foreign students will be used in the laboratory only. There are plans under consideration for the investigation of a course in the School of Education entitled "The Teaching of Foreign Languages" to be taught by a member of the School of Education.

Cross-Item Analysis. Chart II shows that 27 departments do not permit an FL *minor*. Eight departments indicated that they require an FL minor to complete as many semester hours of study beyond the first-year course as they do an FL *major*. Therefore, there are a total of 35 departments which, in effect, have no FL minor.

An examination of the semester hour requirements—beyond the first year college course—of the 32 departments requiring proficiency tests shows that one department has no semester hour requirement, one department requires over 39 semester hours, four require from 35 to 39 semester hours, twelve require from 30 to 34, three require from 25 to 29, seven require from 20 to 24, and four require 19 or less semester hours of FL study beyond the first-year college course.

Chart VII compares faculty assignments of teachers of methods courses with supervisors of practice teaching. As the data in this chart are examined, it should be remembered that in all but one of the 198 programs which have practice teaching the student teachers are supervised by a cooperating high-school teacher.

Of the 203 departments, 198 offer practice teaching; the other 5 are among the 41 which do not offer an MFL methods course. At the present time 4 of the 5 departments have no major but 3 plan to offer a major in the near future. None of the 5 uses proficiency tests. The

CHART VII

METHODS COURSE AND PRACTICE TEACHING

Methods Course Taught by	Practice Teaching Supervised by				
	FL Staff	Education Staff	FL and Education Staff	Neither	Total
FL Specialist in College of Arts and Sciences	10	40	45	5	100
FL Specialist in School of Education	9	10	16	1	36
Professor of Education	1	5	1		7
Jointly by FL and Education Specialists from School of Education	2	1	9		12
Jointly by FL and Education Specialists from Separate Schools			6		6
Total	22	56	77	6	161

one department which has a major reported a single major graduated in 1961, no majors in 1962, and 3 in 1963. This same department reported 1 graduate certified to teach in 1961. Cross-item analysis of these five departments reveals no commitment to MFL teacher training.

Of the 36 other departments which offer no MFL methods course but which do have a practice teaching program, 6 have no major, 5 have no minor, 33 do not use proficiency tests, and 22 plan no changes in their programs. Yet of these 36, 18 reported majors graduated and graduates certified to teach, 6 did not report information on majors graduated but reported that graduates were certified to teach FLs, 4 reported no majors graduated but reported that graduates were certified, 4 others did not answer the questions about majors graduated and graduates certified, 3 departments reported majors graduated but did not answer about graduates certified, and the last department reported no majors graduated and no graduates certified. In short, in 28 of these 36 departments, majors or minors in an FL are going into teaching. In at least 10 of these, those going into teaching are definitely *minors*. But no department is fully committed to the training of FL teachers at present and over two-thirds have no plans for changing this commitment even though their students are going into FL teaching.

Further Observations. As in our survey of programs in liberal arts colleges, we compare data from this second survey with those of two other studies. The first, "Teacher Supply and Demand in Public Schools, 1964," issued by the Research Division of the National Education Association, reports the number of potential teachers of MFLs for 1961, 1962, and 1963 as being 2,457, 3,227 and 4,272. The number of graduates certified as reported in Chart VI-B above is equal to about one fourth of the potential teachers reported by the NEA. It should be noted that no more than 75% of the 203 departments in this survey reported on graduates certified in any one of the years included in Chart VI-B. As was anticipated, the number of certified graduates reported in this survey and the survey of training programs in liberal arts colleges represents a number equal to three fourths of the potential teachers reported by the NEA as cited above. It is fair to assume, therefore, that these two surveys are quite representative of certain features of MFL teacher-training programs in the country.

If we compare the data about semester-hour requirements for majors to the certification requirements reported by Anna Balakian in a 1959–60 MLA study (*PMLA*, May 1961) we find that on the basis of those requirements graduates from 17 of the programs reported in this survey could teach in all 50 states, those of 52 more programs could teach in all but one

state, those of 21 more could teach in all but 5 states, those of 80 more could teach in all but 7 states, and those of 19 departments could teach in only 19 states.

It is difficult to find directories which make a clear distinction between liberal arts colleges and schools of education, and it is equally difficult to note significant differences between the teacher-training programs in the school of education and the college of arts and sciences in each of 14 universities which reported two separate MFL teacher-training programs in their institutions. A comparison of some of the information supplied by two different chairmen in each of the 14 universities reveals the following:

In 6 cases, the FL department requires 6 semester hours more than the Education department for majors. In 5 cases the semester-hour requirements for a major are the same, and in 3 cases the School of Education required 6 semester hours more than the FL department for the major. In 3 cases the FL department requires at least 6 semester hours more for a minor in a language and in 2 cases the Education department requires at least 6 semester hours more. In 1 case the Education department has a minor while the FL department has none. In 2 cases the reverse is true. In 3 cases both departments have the same requirement for a minor. In 3 cases neither offer a minor. Of the 14 universities neither department in 12 cases uses proficiency tests; in 1 case both departments use them; and in the other case, only the FL department does. In 10 institutions both departments require prospective MFL teachers to take the methods course. In 2 cases the FL department requires the methods course but the School of Education does not. In the other 2 cases, the School of Education requires it but the FL department does not. In 13 institutions both departments have a practice-teaching program; in the other, only the School of Education provides practice teaching.

The responses to this survey support the observations made at the conclusion of the report on the survey in liberal arts colleges. The profession needs to focus its attention on the problem of relating theory (the MFL methods course) to practice teaching and on the problem of adequate supervision of this teaching. Also, the great variety of course-counting methods reported in the survey of liberal arts colleges and the great variety of degrees awarded for the completion of programs reported in this survey and the small number of programs in both surveys which include the use of proficiency tests, all suggest that the profession still faces a serious problem in trying to provide adequate information about the competence of future members of the profession to certifying agents and prospective employers.

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